DOCUMENT RESUME

ED 355 817 FL 021 085

AUTHOR Blau, Allan J.
TITLE An Inservice Training Program for Classroom Teachers to Help School Age Nonenglish Speaking Students Develop Language Skills.
PUB DATE 93
NOTE 90p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) )

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Achievement; Acculturation; Classroom Environment; Cultural Differences; Elementary Education; Elementary School Teachers; *Inservice Teacher Education; *Language Skills; *Language Teachers; *Non English Speaking; Private Schools; Questionnaires; Second Language Learning; Skill Development; *Student Attitudes; *Teacher Attitudes

ABSTRACT

This practicum was designed to develop an inservice training program for classroom teachers to help them better meet the needs of non-English speaking students, and to help the non-English speaking students acclimate and socialize with other students and to better deal with the problems of a culturally diverse, if not economically diverse population. A series of six inservice lessons have been developed that were administered to private school teachers, grades 3-8. Questionnaires were administered before and after implementation of the program. The questionnaires measured teacher attitudes toward non-English speaking students in their classroom, and the attitudes of the non-English speaking students to classroom learning. An analysis of questionnaire results indicated that both teacher and student attitudes changed as a result of the program, and that there was an increase in the level of academic achievement of the non-English speaking students. (VWL)

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# An Inservice Training Program for Classroom Teachers to Help School Age Nonenglish Speaking Students Develop Language Skills

by

Allan J. Blau

Cluster 44

A Practicum I Report Presented to the Ed.D. Program
in Child and Youth Studies in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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September 11, 1992

This practicum report was submitted by Allan J. Blau under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the Doctor of Education at Nova University.

Approved:

1/04/93
Date of final approval

Barry Birnbaum, Ed.D.

ACKNOWLEDGMENT

I would like to thank the staff and the students at the Barnstable Academy for their help and cooperation in the implementation of this practicum. I would like to particularly thank Roz Spector without whose encouragement this practicum would never have been completed.

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ABSTRACT

An In-Service Training Program for Classroom Teachers to Help School Age Non-English Speaking Students Develop Language Skills. Blau, Allan J., 1992: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. In-service Training/Elementary/Secondary/Teacher Education/Second Language Learning.

This practicum was designed to develop an in-service training program for classroom teachers to help them better meet the needs of non-English speaking students, to help the non-English speaking students acclimate and socialize with other students, and to better deal with the problems of a culturally diverse, if not economically diverse population.

The writer developed a series of 6 in-service lessons which were administered to private school teachers grades 3 - 8. Questionnaires were administered before and after the implementation of this program. These questionnaires measured teacher attitudes toward non-English speaking students in their classroom, and the attitudes of the non-English speaking students to classroom learning.

An analysis of the comparison of the results of the questionnaires indicated that both teacher and student attitudes changed as a result of this program, and that there was an increase in the level of academic achievement of the non-English speaking students.

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# Chapter I

# Introduction

## Description of Community

The academy, founded in 1978, was the setting for this practicum, and is located in one of the most affluent counties in a north eastern state located 12 miles from a major urban city. It has held the distinction of being one of this major city's most affluent suburbs for over 100 years.

Within the county there are a number of parochial schools, mostly Catholic, and a growing number of Hebrew Day schools. The parochial schools have affected the nature of the population within the public schools since they are predominantly white. They have created a situation in which the racial balance in the public schools is not a reflection of the makeup of the community. This situation has affected the nature of and the quality of the education within the public schools.

There are three major private schools in the county and each caters to a different type of student. One

caters to exceptionally bright students and to those students who live in the racially mixed town in which the school is located. The public school has a very poor reputation. Another is a school with the greatest amount of snob appeal which caters to those parents who want prestige and elitism for their youngster. The third is the academy.

The academy is the smallest of the three private schools with a total population of approximately 150 students. The other two schools have 650 and 300 students respectively. The school is geared to dealing with youngsters who are slightly above average intellectually, and who may have some motivational problems. The school is privately owned and does not receive any public funding or grants from any sources. The only source of revenue is tuition paid by the parents.

The academy is housed in a one story modern style school building which was constructed in the late 1950's. It was previously an elementary school which was no longer needed by the community. The 15 acres of property includes playing fields, playgrounds, and sports fields. There are 15 classrooms, a small theater, a library, a gymnasium and the required number of offices. Since this school is for a population of primarily unmotivated

students, it has been necessary to keep the class size small. Because a substantial number of the students have some kind of diagnosable learning disability, in grades, in grades 3 - 8 there are approximately 9 children in each class.

Most of the students come from affluent families. Although the school's tuition is low average for the area, nearly $10,000.00 per year, a typical middle class youngster would not be able to afford to attend. In this county the average teacher's salary is in excess of $50,000.00 per year and many public schools have a cost per child that is in excess of $10,000.00. Thus, in the light of these figures, the private school tuitions do not seem unusually high. At the academy however, there are a large number of families in which both parents work, in order to enable them to afford the tuition. In addition there are over $140,000.00 worth of scholarships given out each year.

The youngsters who attend the school are varied in terms of their ethnic makeup. Although predominantly Caucasian, there are youngsters whose ethnic background is Afro-American, Indian, Chinese, Iranian,

Korean and Hispanic, and French. The group with the greatest number of non-English speaking students is Korean.

## Writer's Work Setting and Role

This writer is the Executive Director of the school. This means that he is responsible for the fiscal management of the corporation as well as certain operational aspects. There is a Headmaster who operates in much the same way that a school principal/guidance counselor in a small public school might operate; scheduling, discipline, some teacher supervision, college counselling and many other functions are carried out by him. The Executive Director is responsible for recruitment, balancing the budget, some teacher supervision and teacher training, the development of new programs, and is chairperson of the "Horizon Committee", the committee that has as its main purpose the design and development of new and innovative educational programs.

## Chapter II

## Study of the Problem

### Description

Over the past number of years, the academy has always had a diverse population. In the past when youngsters applied for admission, there was a prerequisite of being able to speak English. However, the economic recession has created many problems, not the least of which is maintaining economic viability. Economic viability is a direct function of the number of youngsters enrolled in the school and the tuition that they pay. The other private schools have changed their standards and are now accepting students who in the past might have been rejected. This has reduced the population of the academy. This decrease in enrollment must be reversed if the school is going to remain viable (see Table 1).

One of the techniques that was used to fill this population gap was to attempt to attract foreign students. Although there has been some success, these new students created yet another problem. Most of them are Korean and few of them speak sufficient English to allow them to function in regular classes.

Table 1:

Student Population Trends 1988-1991

| Number of students: | | Full Time Equivalent F.T.E. |
|---|---|---|
| School year: | | |
| 1988-89 | 158 | 153 |
| 1989-90 | 154 | 146 |
| 1990-91 | 163 | 152 |
| 1991-92 | 136 | 122 |

Note: The definition of the number of students is the number enrolled on the opening day of school. Full time equivalent is derived by adding the total tuition paid by all students in the school divided by the tuition charged for each student. Thus two students, each of whom has a one half scholarship would equal an F.T.E. of only one.

If in fact there was an increase in the population of non-English speaking students then techniques had to be developed for educating them in all subject areas and within the regular classroom. In 1988 there was 1 non-English speaking student in the school. As of September 1992 there were 14 non-English speaking students. Educational techniques cannot be limited to working with only Korean students since recently there have been inquiries from Hong Kong, Taiwan, and France. The school is approved by the U.S. Department of Immigration and Naturalization to issue the I-20 form which is necessary for a non-resident to obtain an F-1 student visa.

The problem that had to be dealt with was not only getting additional students, but helping the teacher to educate those students who were coming into the school who did not have a sufficient grasp of English. This was not a problem that could be solved by instituting an ESL program since that program takes place outside of the regular classroom. Most of the foreign students coming into the school were beginning junior or senior high school, and had to be prepared to enter American universities within 4 to 6 years. ESL alone could not accomplish that goal.

In addition, behavior reports from the teachers and the school's social worker indicated that there were emotional and family problems that needed to be addressed. Behavioral reports suggested that some of the problems with the youngsters were a result of feelings of inadequacy with regard to their being able to communicate with other students within the classroom and socially. Additionally, there was a feeling of low self-esteem in terms of their being able to do the school work required and to participate in class. This was particularly true in non-mathematical subjects. To be concise, the problem was one of helping classroom teachers to educate those students who were coming into the school who did not have a sufficient grasp of English.

## Problem Documentation

The documentation of the existence of a problem within subject classes was clearly seen in the anecdotal reports that each teacher was required to write about the students every six weeks (see Appendix A). These records showed that there was slow progress in the acquisition of language skills sufficient to be able to adequately perform in courses in the following areas: U.S.History,

Social Studies courses, English, Psychology, Economics. There seems to be less difficulty in the sciences. Earth Science and Biology were more problematic then Chemistry; Physics was the least problematic of the sciences. In the area of mathematics, Algebra I and II, and Advanced Mathematics, Calculus and Trigonometry provided little difficulty. The greatest difficulty in the math areas was in geometry. There was clearly a parallel problem in the elementary grades in terms of subject difficulty, but the specific subjects were different. Thus, the seventh and eighth grade students found few problems dealing with fractions and decimals, but they had great difficulty doing word problems .

Another technique that was used to determine the adequacy of functioning of the non-English speaking students was to have selected faculty observe various classes. The teachers then had to rate their observations in terms of the classroom participation of the two groups and the class notes that were being taken by representatives of each group. The observations were then compared to the results of teacher made tests within each class group. This was done so that any bias on the part of the observing teacher might be eliminated. The results of the comparisons indicated that there was a

relationship between scores on teacher made tests and the degree of adequacy of functioning in the classroom. Again this was not true in the math areas except for work requiring Geometry and word problems (see Table 2).
It should be noted that the non-English speaking students were observed as participating less than English speaking students in all areas except note taking (see Appendix B for the complete report form).

Table 2

Results of teacher observation report

+ = greater participation than English speaking students;
- = lesser participation than English speaking students;
+- = comparable participation to English speaking students.

| Task | Total number of responses |
|---|---|
| Expressive communication | 53-, 7+-,0+ |
| Receptive communication | 6-,16+-,7+ |

Note: The numbers at the end of each statement indicate the number of students who earned that rating.

Although the above processes did lead to the conclusion that there was a serious problem in the functioning and therefore the overall learning of non-English speaking students within the classroom, it was felt that the students themselves needed to be interviewed. With the help of an interpreter, a

questionnaire which asked many questions relevant to the staff's findings, was administered orally (see Appendix C) . The results of this questionnaire corroborated the finding of the staff and substantiated their feeling that the non-English speaking students felt that they were not able to learn material when there was a heavy reliance on language (see Table 3). The students also indicated that they felt a much higher degree of competency in areas which require mathematical computation and minimal language skills .

Table 3: Results of Student Questionnaire Before Implementation

| | |
|---|---|
| **Ability to follow:** | |
| Number who agreed: | 6 |
| Number who disagreed: | 36 |
| **Ability to understand:** | |
| Number who agreed: | 32 |
| Number who disagreed: | 57 |
| **Not reticent to speak:** | |
| Number who agreed: | 4 |
| Number who disagreed: | 24 |
| **Willing to ask for help:** | |
| Number who agreed: | 38 |
| Number who disagree: | 32 |

Note: Questions were divided into four categories: ability to follow directions, ability to understand the teacher and other students in the classroom, lack of

reticence to speak or ask questions in class, and a willingness to ask for help from either the teacher or another student.

## Causative Analysis

It was felt that there was a natural tendency on the part of the classroom teacher to continue with the work that is ongoing for the majority of the students and ignore the non-English speaking youngster. A questionnaire that was given to the teachers (see Appendix D) indicated that when there were only 1 or 2 non-English speaking students in the classroom, giving these students special attention detracted from their ability to teach the other students. They further felt that if there was a large enough group of non-English speaking students in the class, the class could be sub-divided and two levels of work could go on simultaneously. The teachers believed that the main responsibility for teaching English to these students should be the ESL teacher's and not theirs. It was this author's feeling that the resistance of the staff to working with the non-English speaking youngsters was due to a lack of knowledge of the specific skills or techniques to use. This practicum helped the staff

develop some of those techniques. Specifically, this author felt that because of a lack of knowledge with regard to specific ESL techniques and the skills necessary to integrate non-English speaking students into the content oriented classroom, the staff were resistant to working with these students and saw them as being burdensome.

It should be noted that other causative factors such as a lack of job satisfaction, or low salaries, or perhaps even prejudice on the part of the teachers were considered and subsequently ruled out. Most of the staff have worked at the school for more than five years and there has been no indication over that period of time that any of the above mentioned possible causative factors have come into play in any other similar situation such as working with learning disabled youngsters or even with an occasional emotionally disturbed youngster. The length of time that the teachers have been on staff was in this author's opinion an indication of their satisfaction with the school in general and in the salary that they are receiving.

## Relationship of the Problem to the Literature

Park (1983) developed a handbook nearly 10 years ago. In spite of that, the material in this handbook is still exceptionally valuable. This author uses a cultural, educational linguistic approach to teach English to Korean students. In addition to working directly with the students to teach them English, the program also was directed at helping the staff and other personnel in the school to understand and appreciate them. This program was developed because there was a 273 percent increase in the Asian population from 1979 to 1982.

Kwak (1985) examined academic achievement in five subjects when students were exposed to two languages simultaneously. Chinese was the native language and English was introduced as an additional language. The pupils were all grade 8 youngsters so they had a solid command of the native language and had no familiarity with English at all. This study showed that academic achievement for the most part was not hindered by instruction taking place in another language, but also did not increase the students ability to communicate in

that second language. Thus, above average students did equally well in their classes whether taught in English or Chinese. But, their command of English did not noticeably improve even though courses were taught in English. As a matter of fact, untimely immersion in a second language may even hinder the learning of that language.

Saville-Troike, McClure, & Fritz, (1982) raised the question of the need for and the importance of social interactions on the part of children in order for a new language to be learned. The study found that children rarely used their new found skills in social situations. Heretofore, it was felt that social interactions were vital for the development of language skills. This study raised a question with regard to the importance of social interactions and suggests that there is no simple cause effect relationship with regard to social interactions and the development of language skills.

Finocchiaro (1977) speaks of the wide variety of personal qualities that the teacher must have if he/she is to be successful with the students. She says," ... it is the classroom teacher who implements the relatively straightforward curriculum principles outlined. Other

teaching situations, unfortunately, present unresolved, extraordinarily complex problems" (p.7).

Rigg & Allen substantiate the real scope of this problem:

> It is now very likely that regular classroom teachers will work with language-different children. According to the latest census figures more than eight million school-aged children live in homes in which languages other than English are spoken. The continuing arrival of large groups of refugees makes it more and more probable that the classroom teacher will be asked to teach children who do not yet speak English (Rigg & Allen, 1989, p.vii).

Harbaugh & Wylels (1990) sees the problem as being more pervasive than the ESL student. Not only should students whose primary language is not English be included, but so should any student who is culturally different. It should not be just a matter of English proficiency. She feels that although pulling the students out of the regular classroom for ESL and bilingual classes offers a safe place, it is the classroom setting where strategies must be developed if language skills are to grow. Early (1990) feels that language skills are necessary not only for social uses, but also to function academically in subject and content area classes. "Most recently, teaching English through content instruction has been advocated as a basis from

which to promote educated and skilled life-long language growth" (Early, 1990, p.7).

Irujo, (1990) in developing a plan for content-based teaching units for ESL, indicates that it is through content-based instruction that the youngsters learn specific language skills that are necessary to function academically. Since the social interaction that occurs as a result of the ESL learning is a part of an overall learning unit, it reinforces the learning of the specific skills and at the same time creates an attitude on the part of the youngster that is more conducive to learning the new language.

Snow, Met, & Genesee (1989) refer to two major rationales for integrated learning. The first is that cognitive development and language development are naturally interrelated; the second is that through this natural integration comes the most effective means for social communication as well. Therefore, a content-based approach for ESL students is one that provides incentive. Snow's research indicated that, "In the case of language learning in school, the focus of our concern here, this is achieved by selecting content that is part of the mainstream curriculum" (Snow et al. 1989, p.202).

# CHAPTER III

# ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

## Goals and Expectations

The goal of this writer was to develop a program for the subject oriented regular classroom teacher that could be used with non-English speaking students to help them to participate more fully in class while at the same time increase their ability to speak English. The approach was one that could be modified to be applicable to any teacher regardless of subject. This program also emphasized social skills and the social integration of the students in the classroom and eventually in the mainstream of the school.

## Expected Outcomes

The following goals and outcomes were projected for this practicum.

At the end of the implementation of this practicum the following are the specific changes which are expected: there will be an increase in the participation of the non-English speaking students within the regular classroom; teachers will experience less frustration in teaching the non-English speaking students; the non-English speaking students will be more socially integrated into the school; they will have increased their ability to read, write and speak English; on teacher made subject tests given in the classroom, these students will perform at a level equal to other students in the class.

## Measurement of Outcomes

As part of their regular teaching routine, the teaching staff was required to prepare anecdotal reports on all students every marking period. There are three trimesters and six marking periods during the school

year. Thus grades and anecdotal reports are written six times a year. (Anecdotal reports must be written at the end of the second, fourth and sixth marking periods, and for the in between marking periods only if the student is receiving a grade below a C-). Since the anecdotal was in use already it seemed wise to make use of that same instrument as an indicator of the progress or lack of progress of the non-English speaking students. It was felt to be important that when ever possible the teacher's work load not be increased.

It was important to sample non-English speaking students as well as the staff. Since the questionnaire used with the students would require a translator to administer, it was important that it be simple and easy to complete.

Questionnaires were administered to staff and to the non-English speaking students prior to the implementation of the practicum as part of the documentation of the problem. Any additional faculty work was carried out at regular weekly teacher training meetings. It was decided that this approach did not create additional work for the staff. It was important that they not develop a negative attitude toward the practicum.

The addition of a questionnaire for the non-English speaking students at the completion of the practicum was necessary to be able to measure the effects of the practicum. This questionnaire had to be in the same form as the pre-practicum questionnaire to allow for ease in administration. The post practicum administration was carried out by this writer and a translator.

# CHAPTER IV

# SOLUTION STRATEGY

## Discussion and Evaluation of Possible Solutions

The classroom teacher is faced with the problem of working with non-English speaking students within regular subject area classes. The problem that must be solved is integrating non-English speaking students into subject class activities in ways that are beneficial to them and at the same time to not distract from the other students.

Much of the literature addressed the teaching of non-English speaking students through the use of bilingual education or English as a Second Language (ESL) techniques. For the most part that literature focused on minority groups and had used inner city populations for its program implementation. The non-English speaking students at the academy are primarily from educated, wealthy families. This was a factor that had to be

considered when making a choice of possible solution. The strategies would not be the same for a number of reasons:

1. the class size at the academy did not exceed 10-12 students;
2. private tutors were available to the students at home;
3. private ESL classes paid for by the families were common;
4. many of the non-English speaking students lived with English speaking families where their language skills were constantly being reinforced.

Kwok (1985), studied two groups of non-English speaking youngsters. The first group was taught in the native tongue of the learner, and the second group was taught in English. The overall results of this study refuted the often held idea that using a second language as a medium for instruction could lead to an enhanced proficiency in that second language. This study showed that instruction with the use of that second language may not make a difference in the ability of youngsters to develop second language skills. Teachers concluded that because of what seemed to be a relaxed atmosphere in the class where the youngsters were speaking in their native

language, that immersing youngsters in classes where no one spoke their language might be harmful. (Kwok, 1985).

Berney & Barrera (1990) developed an approach for working with students who had limited English proficiency (LEP) and designed a program that was a combination of ESL and bilingual reading and mathematics. In this approach immersion did not take place in the major academic subjects. There was however a comprehensive series of workshops for paraprofessionals and others for parents. Although conceptually some of these might have worked well, the overall program was one that required a bilingual staff which in a small private school would not be possible.

A variety of other approaches including intensive computer instruction (Berney & Plotkin, 1990; Prochaska, 1989), special class groups with students who speak the same native language (Dick & Robinson, 1989), and a program using a peer coaching component to train teaching staff (Avila, 1990) are cited in the literature. This writer took a more conservative approach and chose to deal with the problem of instructing the non-English speaking student within the subject class while using the ESL specialists for support and training.

## Description of Selected Solution

The solution that this writer selected was one that had as its central focus the immersion of the non-English speaking youngster in the regular classroom. The literature points to better socialization and thus increased verbal skills. From the verbal skills come improved reading and writing (Saville-Troike, et al. 1982; Park, 1983; Rodrigues, 1981). In order to accomplish this it was necessary to develop an in-service course designed to train the subject matter teacher in the skills necessary to integrate the non-English speaking student into the class both educationally and socially. The academy is a small private school with approximately 150 students. Therefore, any solution had to take into account not only the small size of the school, but also the unique nature of the population.

In addition to an in-service course a teaching strategy was developed that can be used in any classroom regardless of the age of the student or the subject matter being taught. A format was designed, on which each teacher elaborated so that work related to the specific subject continued during independent time in the class.

The teacher training sessions were based on the

work done by Rodrigues & White (1981) and Bruder & Henderson (1985) and Irujo (1990) and others. Weekly sessions with the staff began with helping them to develop an empathic attitude toward the non-English speaking students through role playing techniques. They ended with staff workshops in specific techniques for working with and immersing these youngsters into the regular classroom. Considering the vast number of foreign born youngsters coming into the United States, in particular Asian youngsters, and the need for all schools to reduce expenses during this recessionary time, a program that utilizes a minimum number of specialists and relies on the classroom teacher could be useful not only at the academy, but perhaps in larger private and even public schools. (It should be noted that the number of Asian-Americans between 1970 and 1980 rose 147 percent. (National Advisory Council on Bilingual Education, 1986).

## Report of Action Taken

There were six in-service workshop sessions (see Appendix E). The workshops were conducted by this writer and by the ESL staff member. At the end of the sixth session there was an anonymous evaluation. Since the workshops

included the preparation of teacher made materials to be used in the classroom for these youngsters, actual use of the materials developed was possible prior to the completion of the program. The classroom teacher could then fully implement the program during the last month of the school year. At the end of that period the questionnaires that were issued at the start of the project were issued again and the results compared.

The first teacher training session consisted of reporting to the staff the results of the teacher and student questionnaires. The staff was then asked what feeling they had after listening to the results. There seemed to be an overall attitude of understanding and empathy toward the non-English speaking students and the difficulties that they were having acclimating.

After the results were discussed the entire staff participated in a role playing exercise. This exercise was designed to help each staff member develop an empathic attitude toward the non-English speaking students (see Appendix E Lesson I). The main difficulty that was encountered was in helping the staff to lessen their inhibitions and to allow themselves to not only be a part of the exercise but to experience it as well. To do this it was necessary to do some relaxation exercises.

The discomfort and almost silly attitude of some of the staff as all were asked to sit on the floor cross legged, helped to make them feel more comfortable and allowed them to express their feelings more openly. Deep breathing exercises and body relaxation techniques were used to create visual and mental picturcs to prepared them for what was to come. Following the exercise, the staff shared their experiences and the feelings they had while they played at being non-English speaking.

At the end of the first session staff members asked for more specific help in working with the non-English speaking youngsters; the second in-service session gave them some of the specifics. Here the emphasis was on helping them to understand the principles of effective language learning and helping the non-English speaking students to improve their comprehension in content areas. Staff were asked to develop sample lesson plans and to then share those plans with one another.

The next two sessions centered around the development of content area instruction. Specific techniques for infusing the non-English speaking students into the mainstream of the classroom through the use of content and situation related techniques (see Appendix E lessons III and IV). This author found it most helpful

to draw from the experience that the teachers had during the previous workshop session and to brainstorm what kinds of techniques might be able to be used to enhance the infusions of these youngsters into the regular classes. The foreign language teacher was much more use to drill and memory work in the teaching of language skills and she had to re-focus in order to be able to make use of some of the techniques that colleagues were suggesting.

Once a competency base was established to develop specific lessons, the focus was turned to the development of an understanding of cultural differences. Teachers developed an understanding of the necessity for helping all of the youngsters in their class, English and non-English speaking, to appreciate their cultural differences.

During the course of this practicum, the elementary division of the school held their annual International Day. All of the staff were invited to attend. The elementary teachers had many countries of the world represented; Korea was among them. Guests were brought in to speak on the customs and the history of their country. All of the staff were asked to attend the sections that

dealt with Korea since this was the focus of the inservice training.

At the luncheon which followed, many of the faculty were able to spend time with some of the guests and developed an even richer understanding of the problems immigrants have when coming to a new county.

In this author's opinion, the most powerful aspect of the training sessions was the role playing. When a staff member experiences what it is like to understand little if anything that the teacher and other children say, the isolation and frustration of being able to communicate, and the embarrassment of not being able to participate, answer questions or even make comments to others in the room, they then have the ability to be better able to bridge the gap between the non-English speaking student and the others in the class.

To highlight the experience, one of the staff was asked to video tape some of the role playing exercises. The informal discussion that followed as the teachers laughed and joked about how it felt to them, helped this author to know that the exercise was an effective one.

Since the academy was anticipating an influx of non-English speaking students from Korea and Hong-Kong during the summer months and in particular for the fall term,

the administration was most anxious to have this program available. Therefore, they have pledged their support in terms of time, staff and necessary funds.

## Chapter V

## RESULTS, DISCUSSION, AND RECOMMENDATION

Over the past number of years the academy has had a diverse population. In the past when youngsters applied for admission to the school, there was a prerequisite of being able to speak English. However, the economic recession has created many problems, not the least of which is maintaining economic viability. Economic viability is a direct function of the number of youngsters enrolled in the school and the tuition that they pay. The other private schools have changed their standards and are now accepting students who they might have previously rejected. This has created a reduction in population of the academy which must be overcome if the school is going to remain viable.

One of the techniques that was used to fill this population gap was to attract foreign students. Although there has been some success, these new students created

yet another problem. Most of them are Korean and few of them speak sufficient English to allow them to function in regular classes.

If in fact there was an increase in the population of non-English speaking students then techniques had to be developed for educating them in all subject areas and within the regular classroom. In 1988 there was one non-English speaking student in the school. As of September 1992 there were fourteen non-English speaking students. Educational techniques cannot be limited to working only with Korean students since recently there have been inquiries from Hong Kong, Taiwan and France. The school is approved by the U.S. Department of Immigration and Naturalization to issue the I-20 form which is necessary for a non-resident to obtain an F.1 student visa.

The problem that was dealt with was not only getting additional students, but helping the teacher educate those students who were coming into the school who did not have sufficient grasp of English. This was not a problem that could be solved by instituting an ESL program since that program takes place outside of the regular classroom. Most of the foreign students coming into the school were beginning junior or senior high school and had to be prepared to enter American

universities within 4 to 6 years. ESL alone could not accomplish that goal.

In addition, behavior reports from the teachers and the school's social worker had indicated that there were emotional and family problems that needed to be addressed. It had been suggested by the behavioral reports that some of the problems with the youngsters were a result of feelings of inadequacy with regard to their inability to communicate within the classroom and with the other students socially. Additionally, there was a feeling of low self-esteem in terms of their being able to do the school work required and to participate in class. This was particularly true in non-mathematical subjects. To be concise, the problem was one of helping classroom teachers cope with non-English speaking students within subject oriented classes, while at the same time easing the transition of these students into our culture.

The solution that this writer selected was one that had as its central focus the immersion of the non-English speaking youngster in the regular classroom. In addition to an in-service course, a teaching strategy was developed that can be used in any classroom regardless of the age of the student or the subject matter being

taught. A format was designed, which each teacher developed so that work related to the specific subject continued during independent time in the class.

## Discussion of Results

The results of this practicum indicated that immersion of the non-English speaking youngster in the regular classroom when coupled with a specific teaching strategy designed to help both the teacher and the student cope was successful in some areas, and had limited success in others. Below are the projected outcomes and an evaluation of the results.

Outcome 1. There will be an increase in the participation of the non-English speaking students within the regular subject area classes.

The student questionnaire measured the feelings of the students with regard to participating in class. It was the prediction of this author that if the classroom teacher addressed some of the issues of the non-English speaking students they would feel more free to participate. The questionnaire (see Appendix C) that was designed attempted to gather information about how non-English speaking students felt about their ability to

follow what was going on in class, to understand the material and the teacher, to participate orally, and to ask for help (see Table 4).

Outcome 2. There will be a lessening in the feelings of frustration on the part of the teaching staff when teaching non-English speaking students (see Table 5).

Table 4: Results of Student Questionnaire Before and After Implementation

Ability to follow

| | Number in agreement: |
|---|---|
| Before implementation: | 6 |
| After implementation: | 18 |

Ability to understand

| | Number in agreement: |
|---|---|
| Before implementation: | 32 |
| After implementation: | 55 |

Not reticent to speak

| | Number in agreement: |
|---|---|
| Before implementation: | 4 |
| After implementation: | 26 |

Willingness to ask for help

| | Number in agreement: |
|---|---|
| Before implementation: | 38 |
| After implementation: | 49 |

Note: The questions on the questionnaire were divided into 5 main areas: ability to follow, ability to understand, lack of reticence to speak, and willingness to ask for help. It is clear that the degree of discomfort in participating in oral work and written work in class lessened after the completion of the program. The only areas that remained unchanged were those that were related to being helped by someone who spoke their own language or where the work was in mathematics. Remember, due to the sudden withdrawal of one of the students the number of subjects dropped from 14 to 13.

Table 5

Results of Teacher Attitude Questionnaire:

Before implementation:

Number of negative responses: 51
Number of neutral responses: 5

After implementation:

Number of negative responses: 21
Number of neutral responses: 35

Note: The teacher attitude questionnaire was used as an indicator of the attitudes of the teaching staff toward having non-English speaking students included in their regular classes. Teachers were asked to agree or disagree with statements about difficulty in teaching non-English

speaking within the regular classroom. The results of this teacher questionnaire indicated that of the 56 possible responses, there were 51 responses which indicated an increase in difficulty in teaching. Only 5 responses indicated no particular change by virtu of the inclusion of the non-English speaking in the regular classroom. After the completion of the practicum, there were 21 responses that indicated great difficulty in teaching, and 35 responses indicating little or no difference. Thus the results clearly indicate a shift in teacher attitudes toward non-English speaking students and their effect on the teaching process.

Part of the problem seemed to have been the teacher's lack of understanding of the culture of the non-English speaking students, the relationship between the culture, and the teacher's expectations for that student. For example, Korean's are taught that one does not speak without thinking. Thus English speaking students have no difficult guessing at answers but Korean children would rather not speak at all than guess. Once these and other differences were brought to the awareness of the staff there was a shift in their attitudes toward the students.

Outcome 3. The non-English speaking students will be more socially integrated into the school.

Although it was hoped that this goal would be achieved, the teacher anecdotal reports indicated that during the period of the implementation practicum, there was little change in the socialization of the non-English speaking students. Although they more frequently asked English speaking students for help, they were observed to stay very much by themselves during lunch and free time, and to communicate with each other mostly in Korean. It is this author's feeling that even though there were a variety of activities that were available in which the non-English speaking students could participate, activities ranging from team sports to performing arts, the ease of communication that is required to socialize had not been achieved. Other Korean students in the school who are fluent in English socialized freely and readily with all students and only in English.

Outcome 4. Non-English speaking students will increase their ability to read and to write English.

The report card of the students and the anecdotal reports from the teachers indicated that in every case there was an improvement in language, reading and writing skills. Teachers observed an increase in the students

overall classroom participation and general functioning (see Table 6). It is this author's feeling that the increase in participation in classroom activities was in part the result of an increase in skills and in part the result of the youngsters feeling that the other students and the teachers in particular understood and were more empathic with their situation. In meeting with the non-English speaking individually many of them indicated that their feelings for their teachers had changed. Part of this change of course could be due to the fact that they had been in the school longer. However, the non-English speaking students said they experiences the teachers as showing a greater degree of caring.

Table 6:

The following table shows the degree of participation of the non-English speaking students as compared to the English speaking students as measured by the teachers. The first column in each category is prior to the in-service training program and the second is at the end of the program's implementation.

Results of Teacher Observation Reports Before and After Implementation:

| | LESS THAN | SAME AS | MORE THAN |
|---|---|---|---|
| 1. Participation in oral classroom activities | 14 ¦ 5 | 0 ¦ 7 | 0 ¦ 1 |

2. Asks questions of the teacher
   14 ¦ 4 4 ¦ 5 0 ¦ 4
3. Asks questions of other students
   13 ¦ 6 1 ¦ 5 0 ¦ 2
4. Takes notes during a lecture
   0 ¦ 0 12¦ 9 2 ¦ 4
5. Takes notes from the board
   0 ¦ 0 12¦ 9 2 ¦ 4
6. Volunteer to answers questions in class
   12 ¦ 7 2 ¦ 4 0 ¦ 3
7. Appears to not know the answer when called on
   12 ¦ 6 2 ¦ 4 0 ¦ 5
8. Interacts socially with the other students
   12 ¦ 4 2 ¦ 6 0 ¦ 3

Note: It is evident that in all categories the non-English speaking students either increased their participation or remained the same. The largest areas of change took place where communication skills were required (items 1, 2, 3, and 6).

The pre- and post-practicum questionnaires given to the staff clearly showed that there was a dramatic change in their attitudes toward teaching non-English speaking students.

Outcome 5. The goal of students to do as well as English speaking students on classroom tests was not reached. Anecdotal reports and grades indicate that the test score spread between English speaking and non-English speaking students lessened as a result of this practicum. This means that perhaps more time was necessary for the gap to be eliminated altogether. The

anecdotal reports of the teachers generally indicated an increase in scores on "pop" quizes and daily homework related tests, and an overall indication that the students were doing much better academically. For the most part, non-English speaking students were not doing as well as the English speaking students in the class. It is felt that this goal was unrealistic, although the increase in test scores and overall level of work was encouraging.

## RECOMMENDATIONS and DISSEMINATION

The following are recommendations to consider:

1.In-service teacher training focused on the immersion of non-English speaking students should begin at the start of the school year;

2. Once the training is complete, ongoing regular sensitivity sessions with the teachers and with the non-English speaking students would be helpful so that the program could be adjusted to meet the individual needs of the staff and all of the students.

3. The parents of the non-English speaking students should meet with someone who can speak their language so that they could help their children to better acclimate

socially.

In summary, it appears that an in-service training program for teaching staff can be beneficial in helping classroom teachers teach non-English speaking students. The reports from the teachers, the other students in the class, as well as the non-English speaking youngsters for whom this program was designed, indicated that there was an overall attitudinal change. What had been an attitude of resentment and overwork developed into one of acceptance and a desire to be helpful. The non-English speaking students also indicated that they did not like being singled out and removed from the room for ESL as had been done in the past; they much preferred to learn with the other students and receiving help within the classroom.

To be helpful to those who may make use of this practicum, at the end of the in-service lessons is a bibliography to facilitate the customizing of the lessons to meet individual school, teacher, and student needs.

Throughout the United States there are hundreds of small private schools very much like the one in which this practicum took place. It is the hope of this author to be able to disseminate this report so that other schools could make use of it as well.

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# APPENDIX A

## TEACHER ANECDOTAL REPORT FORM

TEACHER ANECDOTAL REPORT FORM

Trimester marking period __1 __2 __3 __4 __5 __6
(Anecdotal reports must be written for all students who receive a grade below C-).

Student's
name:_____

Teacher's name:_____
Subject_____

Overall participation in classroom activities:

Participation in oral work:

Command of verbal language skills:

Ability to do written work:

Homework assignment completed:

Ability to take notes in class:

Additional general comments:

Class work grade____ Homework grade____ Quiz grade average___
Test grade average ___

_____
Teacher's signature

APPENDIX B
TEACHER OBSERVATION REPORT FORM

TEACHER OBSERVATION REPORT FORM

+ = greater participation than English speaking students;
- = lesser participation than English speaking students;
+- = comparable participation to English speaking students.

| | |
|---|---|
| 1. Participation in oral classroom activities: | 14 - |
| 2. Asks questions of the teacher: | 14 - |
| 3. Asks questions of other students: | 13-,1+- |
| 4. During a lecture, takes notes: | 2+,12+- |
| 5. Takes notes from the board: | 2+,12+- |
| 6. Volunteer to answers questions in class: | 12-,2+- |
| 7. Seems not to know the answer if called on: | 12-,2+- |
| 8. Interacts socially with the other students before and after class: | 2+-,12- |

Note: The numbers at the end of each statement indicate the number of students who earned that rating.

APPENDIX C
NON-ENGLISH SPEAKING STUDENT QUESTIONNAIRE

Non-English speaking student questionnaire
Questionnaire
(non-English speaking student)

Note: This questionnaire is given to the foreign students in their native language.

After listening to each statement carefully circle the one response that best represents your own opinion.

The abbreviated coding is: STRONGLY AGREE = SA; AGREE = A; DISAGREE = DA; NO ANSWER/NOT APPLICABLE = NA.

1. When I am in this class I can follow most of what is going on.

   SA A D SD NA

2. I can follow the written work.

   SA A D SD NA

3. I can follow the reading work.

   SA A D SD NA

4. I understand when the others ask questions.

   SA A D SD NA

5. My homework assignments are clear.

   SA A D SD NA

6. I can get the help that I need at home.

   SA A D SD NA

7. I understand the feedback from the teacher in the classroom.

   SA A D SD NA

8. I understand the feedback from the teacher with regard to my homework.

   SA A D SD NA

9. I understand what is on the board

   SA A D SD NA

10. I understand when I see a video.

   SA A D SD NA

11. When I have a question or comment I am afraid to speak.

   SA A D SD NA

12. When the teacher calls on me sometimes I know the answer but am too embarrassed to talk.

   SA A D SD NA

13. I like it when the teacher helps me in the classroom.

   SA A D SD NA

14. I like it when another student help me in the classroom.

   SA A D SD NA

15. I like to be helped after class.

   SA A D SD NA

16. I like to be helped best by someone who can speak my language.

   SA A D SD NA

17.I feel more competent in the math classes.

SA A D SD NA

18.I feel less self-conscious when I answer questions out loud in math classes.

SA A D SD NA

Additional Comments: (optional-use reverse side if necessary)

# APPENDIX D
# TEACHER ATTITUDE QUESTIONNAIRE

TEACHER ATTITUDE QUESTIONNAIRE

After reading each statement carefully, circle the one response that best represents your attitudes and feelings.

The abbreviated coding is:STRONGLY AGREE = SA; AGREE = A; DISAGREE = DA; NO ANSWER/NOT APPLICABLE = NA.

1. It is more difficult than usual for me to teach when there are non-English speaking students in my class.

   SA A D SD NA

2. Having non-English speaking students in my classroom has cause me to teach at a slower pace.

   SA A D SD NA

3. I feel that the responsibility for the non-English speaking students to learn English should be the E.S.L. teacher's and not mine.

   SA A D SD NA

4. Sometimes I feel frustrated that I do not have all of the techniques that I need to work with the non-English speaking students.

   SA A D SD NA

5. Having two or three non-English speaking students in a classroom is difficult; having only one is even more difficult.

   SA A D SD NA

6. I think if we have so many Korean students in the school then we need to have at least one staff member who speaks the language.

   SA A D SD NA

7. I never know how the non-English speaking students feel because I never know if they understand me.

   SA A D SD NA

8. Often I will ask a question and the student answers by nodding his head yes. Then, I find myself wondering if he really understood me at all.

SA A D SD NA

# APPENDIX E

# IN-SERVICE TEACHER TRAINING PROGRAM

## LESSON I

## ROLE PLAYING

Role playing is a technique that is often used in parent training workshops to build a sense of cohesiveness and to help group members have a better understanding of a particular experience. It is this author's belief that empathy and understanding is key to helping youngsters feel comfortable and connected. These feelings can help alleviate anxiety, stress, and the overall feeling of malaise that can be associated with change and a new environment. The techniques suggested below are ones that have been used by this author at the academy and have been found to be successful.

1. Each teacher is given an English-Korean dictionary and are asked to participate in a lecture or discussion in which all of their answers must be in the foreign language. The purpose of this exercise is to help the teachers better understand the frustration of being unable to spontaneously speak. During this exercise all

communication must be in the new language and none can be in English.

2. In this exercise a teacher is given a casette recorder and headset. The teacher then tunes the radio to any station at a volume loud enough to eliminate any understanding of speech sounds within the room. Another staff member is asked to present a lesson in a given subject area. The teacher presenting the lesson is asked to speak softly and to alternately cover and uncover their mouth allowing for only intermittent lip reading. All of the other staff take notes and participate in the lesson. Each teacher takes a turn at wearing the headset. After everyone has had a turn, a quiz is given on the material covered. The staff then discusses the differences between how they felt when wearing and not wearing the headsets.

## LESSON II

## PRINCIPLES OF EFFECTIVE SECOND LANGUAGE LEARNING

1. ESL students' learning should build on the educational and personal experiences they bring to school; recognize the culture that the students bring to the new school and the new country, and base lessons around their making use of their culture rather than replacing it with our own.
2. Learning a language means more than just being able to communicate in school, it also means learning to use the language to socialize, to raise no school related questions and to fantasize (Early, 1990).

To communicate in a language orally takes far more skill then to learn specific written words and phrases. Thus, to facilitate understanding, the teacher should use as few words as possible. The level of the instruction is not watered down, but the language that is used to present the material should be simple.

3. While language proficiency is developing it is necessary and important for the academic levels of the ESL students to be increased simultaneously. The best way to accomplish this is to integrate or to infuse language teaching with the teaching of academic subject matter.
4. Activities and tasks, rather than drills, are better for the non-English speaking student. Speaking in whole sentences is more effective then attempting to communicate a word at a time.

Classroom activities that require the students to use the language meaningfully helps to develop language skills more naturally. Group activities and projects that require language in a context are more successful at building both language skills and academic proficiency.
5. With younger children the use of graphics and drawings are particularly helpful in communicating and in developing an understanding of the new language. Most important, is to help non-English speaking students develop an attitude that will allow learning the new language to be more acceptable.
6. Parental participation is most helpful in facilitating social growth and development. Parents or the parent substitutes must become partners with the teacher if the learning is to have optimum success (Rigg & Allen, 1989).

TIPS AND TECHNIQUES FOR WORKING WITH ESL STUDENTS

1. Learn to correctly pronounce the name of each student in the students native language; be familiar with the culture of the non-English speaking students; assign a "buddy" in the school/class.
2. Be careful using idioms, they are best avoided at first, and limit the overall number of words used when communicating. Where possible, use contextual cues; pictures, chalk boards and facial expressions are all helpful. Although it is important to model correct language it is not good to focus on the correctness of non-English speaking students grammatical structure. Rather, reinforce the use of and the of meaning of language. Do not force the new student to speak until he indicates that he is ready.
3. Language in context promotes learning.

Work in groups or pairs whenever possible. Ask questions that require simple one word answers to promote and develop self confidence; accepting all errors

reinforces their experience of your understanding their use of the new language (Wyels, cited by Harbough, 1990).

Check for understanding often, since in an attempt to avoid embarrassment, students try to appear to understand when they really do not. Remember, oral vocabulary comes before reading and comprehension.

4. Tape each students beginning use of English. Review the first recording every few months and make a new one, so that the students can experience their own growth (Arkin, 1982; Hudelson, 1989).

## LESSON III

### INTEGRATION FRAMEWORK

Mohan, (1986) in his book entitled Language and Content developed an organizational framework for developing language based on specific situations and the use of language within those situations. Because the frame of reference is situational, the activities are sociocultural activities. The situations could then range from making cookies, to doing an experiment in science, to playing a game. Using Mohan's schema means that there is a format that can be followed in instruction.

A. Specific and practical aspects of instruction

1. Description: Who? What? Where? (persons, materials, equipment, items, setting, etc).
2. Sequence: What happens? What happens next?
3. Choice: What are the choices and the alternatives?

B. Theoretical aspects

4. Classification: What concepts apply? How are they related?
5. Principles: What principles are there? (cause effect, laws, rule).

6. Evaluation: How are things judged or tested? By what criteria?

The above schema (Mohan, 1986) was discovered to have been used commonly in texts and study guides. An advantage in using such a schema is that there is a graphic representation that can be used for each, which would be helpful in learning. For example, a description requires the learner to observe, identify, and describe. The students can be helped with this task through the use of visuals such as maps, pictures, or slides. A sequencing activity requires the learner to use an ordering system, to be aware of differences in size, time or directions. Flowcharts and timelines can be helpful in teaching this type of communication.

Since visuals make little demands on the learner to use language, they can help the non-English speaking student to understand content much better.

Visuals have three major applications:

1. They generate language related to content.(Students could talk or write about information that appeared on a tree or a flow chart).
2. They explain content and therefore increase understanding. (A chart can be used to show the

development of a story before the story is read thereby helping the youngster to synthesize the new information). 3. The evaluation of the material can be carried out by the student in a visual form to determine if the student understood the material (Early, 1990).

## SAMPLE APPLICATIONS

Classification: The teacher could work with the students in helping them to understand the classification of animals. To do so the children could use a variety of items; stamps, coins, labels from types of food etc. and classify them into categories. Working in pairs, or groups of three the students decide how they are going to group their collection. Finally they talk about different animals and work on how those animals might be classified. The work continues in the group. All of this can be put on a chart or a tree. Finally the children can be guided to form the classification of animals as is more commonly done.

It is the visual cues that help the non-English speaking student bridge the language barrier. Once the tree is developed then the students can break up any part of the tree into smaller parts. Both the English and the

non-English speaking students have had an enriched learning experience.

## LESSON IV

### ESL and Content Area Instruction

Studies show that content area instruction for ESL students can develop and strengthen second language skills while acquiring knowledge in content-area instruction.(Saville-Troike, McClure, & Frutz, 1984; Snow, Met,& Genesee, 1989).

The following are some classroom strategies for improving the comprehension of content areas by ESL students. These strategies emphasize processing skills rather than the products of comprehension. They can help the students learn English and help them to prepare for higher level skills. The strategies will focus on:

1. the skills of predicting based on prior knowledge;
2. anticipating what will be read next;
3. using statements to check their comprehension of a text during reading;
4. analyzing text material organization by looking for specific patterns;
5. classifying to facilitate comprehension of similarities and differences.

PREDICTING

Predict the content from the title of a book or a story. The use of brainstorming techniques can be helpful

(Irujo, 1990). This will be of use for all of the students and not just the non-English speaking students. Note: this is particularly difficult for Korean and other Asians, where their culture does not allow for expressing an idea that is not well thought out.

Ideas are written on the board and the predictions are listed. As the story is read reference is made to the correctness or incorrectness of the predictions.

ANTICIPATION

By using the ideas incorporated in the story or the text, the teacher designs a series of statements which ask the students to make predictions based on the ideas presented. They first answer questions based on their own experience, and then, after a first reading of the material, indicate if their ideas were supported or not.

| YOU | STORY | |
|---|---|---|
| ___ | ____ | 1. Teaching is an interesting profession. |
| ___ | ____ | 2. You should never trust a stranger. |

Now when the students read, they are reading for the purpose of checking on the accuracy of the statements. The students would check YOU if it is a statement that

they believe, and then check the word STORY if there is agreement in the story.

Anticipation guides should be broad and general relating to life experiences and to ideas, rather than to specific information in the story. This way, they tend to stimulate class discussion and help promote ideas. There is really no right or wrong since the material is general and related to the story, but not necessarily factual.

## LESSON V

### Show and Tell

One of the best activities to integrate non-English speaking students into the regular classroom is through the use of show and tell (Rigg & Allen, 1989).

Show and tell:

1. tends to use objects and be highly gestural;
2. it can be fun and involves the students in the use of language that is relatively simple to understand;
3. non-English speaking students can participate even though it may be on a simple level, and feel good about their ability to communicate with their classmates;
4. most important, show and tell provides a social experience that is of paramount important for the second language learner.

### Story Time

The telling of stories created by both the teacher and the students helps non-English speaking student to become involved academically as well as socially. The following are some variations on the story telling theme

that are particularly helpful to the non-English speaking student.

1. Using wordless story books, either purchased picture books, or picture books created by the students can be very effective. The teller of the story shows the picture and then presents his own narration. This is an excellent way for the non-English speaking student to tell his story in picture form.

2. An event or a trip can be memorialized by the students. Some can write a journal and others can draw a journal. Then, at another time, the journals can be read to the class. This is again an activity that benefits the regular classroom student as well as the non-English speaking student.

3. Students love socio-drama. Having the students act out scenarios that are selected by the teacher and then writing up the action helps them to tie visual cues and written skills. For the non-English speaking student it helps connect words to actions. It is similar to developing a more sophisticated form of gestural communication.

4. The use of comic books can be a wonderful method of teaching language. The comic by definition has a picture of an activity and then words that have something

to do with that activity. Students can use their favorite comics, or they can create some of their own, and use their own stories. This activity can be particularly helpful for a student who might have strong artistic but not academic skills.

5. Take a walk or go on a trip with the students while having a running pictorial commentary by using a Polaroid or other form of camera. Later students can develop the text to go with the pictures. Non-English speaking could either develop the text or they could attempt to communicate the actions to the class orally with the help of their buddy.

6. Communication journals can be used. Here the emphasis is to develop a journal where one student is communicating with another student about their native country, and culture. Although this task would require some beginning language skills, it is an excellent way to help children develop an appreciation of different cultures while communicating.

## LESSON VI

### PEER TUTORING AND THE NON-ENGLISH SPEAKING STUDENT

The "buddy" system (Rodrigues,1981) is an approach to integrating the non-English student speaking into the regular classroom that offers a challenge for all involved. It is particularly useful for the student who speaks no English at all.

Students are selected on a rotating basis to be the buddy of the non-English speaking child. During that class or period of time, that tutor is excused from doing the regular classroom work and the classroom teacher can then go on to teach the rest of the class their lesson for that period. The teacher must instruct the peer tutor in ways of offering encouragement to the foreign student.

Using gestures, sign language or drawings, the peer tutor makes a list of the usual classroom instructions for the learner. The list can be made out by the teacher and "taught" to the learner by the tutor. Such phrases as "pass in your papers", or, "hang up your coats", or "get out your lunch", or "open your books to page___".

The next step is for the tutor to take the learner around the room and to introduce him to the common objects in the room, while pointing to and naming each

object. From time to time the tutor will check to make sure that the learner has remembered the words or he will help him to remember. It would be helpful for the teacher to demonstrate to the tutor a set approach for teaching some of the vocabulary words so that there is continuity even if there is change in tutor.

The first approach is to say," This is a book", "This is a chair", "This is a desk", and so on. After a series of different words are used, the objects are then held up and the tutor then says, "Is this a book"? Yes this is a book". The the tutor says again, "Is this a book"? This time he helps the learner to respond by saying, "Yes, this is a book". Then the tutor hold up a chair and does the same thing.

The next step is a reversal. The tutor hold up a chair and says, "Is this a book? No, this is not a book, it is a chair". Once the learner learns the pattern they can move on to other objects. This approach leads to almost immediate communication.

The next step is a variation whereby the tutor asks," Where is the book?"and the learner responds with,"There is the book". This process is made easier if the material are first predetermined by the teacher, thereby leaving less in the hands of the tutor.

It is important that the non-English speaking student become familiar with our intonation patterns. A series of sentences are selected that the tutor presents to the learner. The sentence meaning changes as the intonation changes. Through gestures or drawings, meaning is communicated to the learner. For example," There is the door" with no particular emphasis. " There is the door"! indicating that anger and the desire to have the person leave. Or, "He is a good tennis player" as compared with, "He is a great tennis player". In this example the intonation is important. It would also be important to write the sentence so that the learner would soon realize the difference between good and great.

Exercise - A game of echo. The student must mimic the exact intonation of the tutor. He gets a point if he is successful. A third student could serve as a judge.

At the end of a week or so of these activities, the tutor takes the learner around the room and says the following: "This is a book. What is this? " "A book." (Native English speakers would not respond with "this is a book, but only with "a book". After naming, the tutor would

ask, "what does it do? Or, "This is a yellow pencil. What color is the pencil?"

It could be helpful for the teacher to work with the tutor in making up a shoe box containing flash cards with either pictures of objects on them or specific words or phrases important to that particular classroom. The tutor then is developing a kit to work with the non-English speaking students. Each box would have words or phrases that are specific to a given area or activity. Thus, one box might be for school, another for toileting, and yet another for mealtime. Another box might contain numbers and objects. In this way our basic number system can be taught. The students often have the skill for doing math but do not have the language.

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